



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Westhill Central School District	Mr. Stephen R. Duhnam

2021-22 Summary of Priorities

In the space below, input the three to five District priorities for 2021-22 identified in this plan.

1	Implement a professional learning plan on culturally responsive practices for all district stakeholders.
2	Cultivate relationships and plan for a “Westhill Connection” especially for new and/or disengaged students and families.
3	Create a consistent process for academic interventions and extensions.
4	Plan a system to increase student attendance and engagement.
5	Implement a cohesive social-emotional learning plan that aligns with identifies needs of the district.

PRIORITY I

Our Priority: Implement a professional learning plan on culturally responsive practices for all district stakeholders.

What will we prioritize to extend success in 2021-22?	We will prioritize the building of foundational knowledge for all staff members. We will also unpack the CR-SE Framework to align it with our learning standards and curriculum, conduct regular meetings with the Diversity Committee, and hire a Diversity Liaison to partner with the District.
Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none">● <i>How does this commitment fit into the District's vision, values and aspirations?</i>● <i>Why did this emerge as something to prioritize?</i>● <i>What makes this the right commitment to pursue?</i>● <i>How does this fit into other commitments and the district's long-term plans?</i>	Culturally Responsive Education is a priority for several reasons: <ul style="list-style-type: none">● events in the nation● NYS Board of Regents creation of policy and framework● our own District's increase in diversity● a desire to meet the needs of ALL our students

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Professional Development	An opportunity for all staff members to build foundational knowledge on Culturally Responsive Education.	First, we will have all staff members attend the training. Second, we will offer job-embedded follow-up coaching and learning opportunities.	Time to plan the session, a date and space to hold the session in the fall.
Summer/Fall Book Studies	An opportunity for all staff members to take part in a book study to build foundational knowledge.	We have already offered two book studies and plan to offer two more this summer. Attendance at the sessions is one way to gauge staff member interest and engagement.	Time to plan each session, dates and spaces for each session.
Diversity Committee	An opportunity for community members and staff members to work collaboratively on ensuring the needs of all students are met.	One measure of success is attendance at meetings and a second is engagement at events planned by the committee.	Schedule of meetings for the year, space and resources for events or activities.
A Diversity Liaison will be hired and split with BOCES to work as a partner with the District.	The Diversity Liaison will be hired through BOCES. We will contract with BOCES for one or two days per week. The Liaison will help with: -Diversity Committee -Instructional Recommendations -CRE Trainings -Curriculum Selection/Review -Others as needed	The Liaison will be hired, and will work with the district at least one day per week. The Liaison will also attend Diversity Committee meetings.	Funds to contract with BOCES.

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

The District will determine the successful implementation of this priority when the items below are measured:

- all staff have participated in at least one book study on Culturally Responsive Education.
- all staff have participated in the CRE 101 professional learning opportunity.
- Diversity Liaison worked with the district at least one time per week during the academic school year.
- Diversity Committee met a minimum of six times during the year.
- the CR-SE Framework is unpacked and ready for implementation.

PRIORITY 2

Our Priority: Cultivate relationships and plan for a “Westhill Connection” especially for new and/or disengaged students and families.

<p>What will we prioritize to extend success in 2021-22?</p>	<p>This will be extremely important in the 2021-2022 school year. We will need to welcome back all our students and their families. We will implement one streamlined communication tool to increase consistency and communication for our families. To address the other two root causes of this priority, the district will schedule regular opportunities for collaboration among grade levels, departments including 7th-12th grade consistency and K - 12th grade vertical alignment. The district will review the transition programs from WPS to CRS, from CRS to OHMS, and OHMS to WHS. In addition, the district will review the common practices for students new to Westhill.</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>Teachers, students, and families need to collaborate and have an efficient means to share information. This single communication tool will allow the district to share information with parents and students to help increase engagement.</p> <p>Also, consistency and alignment from grade level to grade level and within content areas is essential. Transitioning students to a new district or new building is the optimal time to ensure a strong program welcomes them.</p> <p>This priority aligns with our Board of Education Goals.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Professional Development	In person and virtual training for all staff members, coaches, parent groups.	District staff will use the tool for all parent and student communication	Time to plan the session, a date and space to hold the session.
Parent Training	Parents will receive virtual training and information about the communication tool through email, postal mail, and District newsletter.	Parents and students will receive regular communication.	Time to plan the sessions, instructions to mail to families.
Transition Program Meeting	A team of stakeholders from each school will meet to discuss the transition programs' strengths and areas in need of improvement.	The meeting will occur and the next steps will be determined.	A date for the meeting, invite to all stakeholders, and a location for the meeting.
Protocol	A team of stakeholders from each school will meet to discuss the current practices and will develop consistent protocols at each school for welcoming new students.	The meeting will occur and the next steps will be determined.	A date for the meeting, invite to all stakeholders, and a location for the meeting.

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

The District will determine the successful implementation of this priority when the items below are measured:

- The District will have all communication from teachers, coaches, parent groups, district level information shared through one communication tool.
- All families will be signed up to receive the communication.
- If families do not have the ability to receive electronic communication alternate communication methods will be used.
- A transition program meeting will have taken place to determine strengths and action steps for areas in need of improvement.
- The protocol for welcoming new students will be established.

PRIORITY 3

Our Priority: Create a consistent process for academic interventions and extensions.

<p>What will we prioritize to extend success in 2021-22?</p>	<p>When our students return in the fall of 2021, we will screen students in math (K-8), ELA (K-8), and social-emotional learning (K-12) to put a plan together, based on the data gathered, to meet each student’s needs. This includes the implementation of a consistent Response to Intervention program.</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> 	<p>Academic interventions and extensions will help all students learn grade level standards. When students master grade level learning standards, they are well-prepared for the next year. At the high school level, mastering NYS Learning Standards helps our students meet their graduation requirements.</p> <p>This meets our BOE Goals by providing a comprehensive, standards-based educational program for all students.</p> <p>This priority is an important commitment to closing the gap that exists in our subgroups. We need to simultaneously provide grade level content while filling in gaps in mastery of standards. A strong Response to Intervention Program will help us meet this goal.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Train all teaching staff members about the basics of Response to Intervention	Offer training for all teaching staff on the basics of Response to Intervention Reintroduce the Westhill CSD RtI Plan for the 21-22 school year	All teaching staff will be trained, and the Westhill RtI Plan will be implemented	Time and space to plan and hold the training sessions
Prepare our intervention teachers	Review with our intervention teachers how to use the interventions on the list	Intervention teachers will be trained on how to use the available interventions	Time and space to plan and hold the training sessions
Screen all K-8 students three times next year to establish data-driven intervention groups	Use our universal screening tools to screen students in the fall, winter, and spring Hold data team meetings to study this data and identify students at-risk Monitor those students in our classrooms for the first five weeks of the school year Create and begin intervention groups	Increase in students' skills based on progress monitoring after interventions have been implemented	Time, place and schedule for the data team meetings, and screening tools
Hire two new intervention teachers	One teacher at Walberta Park and one teacher at Cherry Road.	There will be an increase in targeted interventions at tiers 2 and 3 at both schools	Funds to hire two teachers, space for their classrooms

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

The District will determine the successful implementation of this priority when the items below are measured:

- Student achievement data will document growth with skills that were assessed to be at-risk.
- Two intervention teachers will be hired.
- All teaching staff will have participated in the Response to Intervention professional development.

PRIORITY 4

Our Priority: Plan a system to increase student attendance and engagement.

<p>What will we prioritize to extend success in 2021-22?</p>	<p>As we welcome all students back in the fall of 2021, we will need to revisit attendance expectations with all stakeholders. Our attendance teams will implement the protocol. We will take the priority a step further and address engagement as well.</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>We cannot teach students who do not attend school and/or are disengaged. This priority is in alignment with Board of Education Goals and the reality of a return to full in-person learning.</p>

Priority 4

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
New, streamlined communication tool to ensure all families receive important messages	See priority 2	See priority 2	See priority 2
Create and implement consistent attendance protocol at all buildings	Creating the protocol for teams to use regularly during attendance meetings	The protocol will be used to guide attendance teams in increasing attendance rates	Attendance protocol
Define engagement	District team will define various forms of engagement	Teachers have a common understanding and language to use when talking about a student’s level of engagement	Dates, times, locations for team to meet
Measure engagement at each building	Building teams will track engagement levels as defined	Teams will track levels of engagement	Dates, times, locations for team to meet
Meet with building teams to discuss next steps in engagement strategies	District Administration will meet with building teams to determine patterns of engagement and areas to develop intervention plans	Teams will identify next steps to support student engagement	Dates, times, locations for team to meet

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

The District will determine the successful implementation of this priority when the items below are measured:

- An attendance protocol is created and implemented at each school.
- Engagement has been defined, measured, and next steps for increasing engagement are identified at each school.

PRIORITY 5

Our Priority: Implement a cohesive social-emotional learning plan that aligns with identifies needs of the district.

<p>What will we prioritize to extend success in 2021-22?</p>	<p>This priority will be extremely important in the 2021-2022 school year. We will administer the BIMAS Mental Health Inventory to all students in the fall and will use that data to address students’ needs. We will increase the knowledge of SEL for all staff members in the District.</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>Our students' emotional well-being is always a priority. Returning after the COVID pandemic will be the optimal time to screen all students to determine areas of need for each student. This will allow our classroom teachers and mental health providers the opportunity to address the areas of need. School staff will communicate with parents and guardians as needed.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Purchase the BIMAS2	Contract with BOCES for this service	The BIMAS2 will be purchased and available for use in the fall.	Funds and paperwork
Train all staff members on the basics of SEL	An opportunity for all staff members to learn the basics of social-emotional learning	All staff members will have participated in the training	Time to plan the session, a date and space to hold the session in the fall
Train all teaching staff on administering the BIMAS2	An opportunity for all teachers to learn how to administer the BIMAS2	All teaching staff will have participated in the training	Time to plan the session, a date and space to hold the session in the fall
Create the MTSS for SEL	Create the pyramid of tiered interventions	The three-tier system of interventions in social-emotional learning will be created	Funds to pay participants, a date and space to hold the planning meeting
Introduce parents to the BIMAS2. Communicate with parents as needed throughout the year if students are determined to be at-risk.	Send an introductory letter to all families prior to the administration of the BIMAS2, and have a simple slide to include in open house presentations in the fall	Letter is sent home and information is available at open house events in the fall	Family letter and information to present at open house events
Administer the BIMAS to all students in the fall, winter, and spring	All students in Westhill will participate in the BIMAS2 three times a year	All students were either self-rated or teacher-rated on the BIMAS2	Schedule to administer the screenings

Priority 5

<p>Hold data team meetings after each screening to address any at-risk areas and put interventions in place</p>	<p>Data Teams will review data and determine interventions with regular progress monitoring and communication to families</p>	<p>The data team meeting will occur and interventions will be implemented</p>	<p>Date and location for meeting</p>
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Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

The District will determine the successful implementation of this priority when the items below are measured:

- The BIMAS will be successfully administered to all students three times per year as measured by participant rates.
- The three-tiered system of supports will be in place at all four schools as measured by the minutes of the data team meetings and progress monitoring of tier II and III students.
- All staff members will have participated in the SEL professional development.

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School <i>(if applicable)</i>
Darcy Woodcock	Assistant Superintendent for Curriculum & Instruction	District Office
Kathlene Hunter	Speech Language Therapist/Parent	Cherry Road/District Office
Stephen Dunham	Superintendent	District Office
Marietta Lachenauer	Director of Special Education	District Office
Jillian Fritz	Math Teacher	Westhill High School
Julia Hatt	Math Teacher	Westhill High School
Kaley McHale	Art Teacher	Westhill High School
Erin Ryan	Business Teacher	Westhill High School
Lee Roscoe	Principal	Westhill High School
Amy Hathaway	Science Teacher	Onondaga Hill Middle
Josh Eassa	English Teacher	Onondaga Hill Middle
Ashley Caporizzo	Guidance Counselor	Onondaga Hill Middle

Our Team's Process

Karla Prince	Sixth Grade Teacher	Onondaga Hill Middle
Emily Downing	Fifth Grade Teacher	Onondaga Hill Middle
Mark Bednarski	Principal	Onondaga Hill Middle
Maria Geiss	Second Grade Teacher	Cherry Road Elementary
Amy Tooley	Third Grade Teacher	Cherry Road Elementary
Amy Laughman	Fourth Grade Teacher	Cherry Road Elementary
Wendy Smith	Intervention Teacher	Cherry Road Elementary
Jeremie Auge	Principal	Cherry Road Elementary
Amy White	Intervention Teacher	Walberta Park
Heather York	Kindergarten Teacher	Walberta Park
Beth Piorkowski	Social Worker	Walberta Park/Westhill High School
Aneisa Linton	Librarian	Walberta Park
Tracy Mergler	Special Education Teacher	Cherry Road Elementary
Beth Kramer	Principal	Walberta Park
Elena Tjaden	Parent	NA
Chris Ryan	Parent	NA
Maria Sheperd	Parent	NA
Melissa Sainsbury	Parent	NA
Carrie Ellis	Parent	NA
Kristin Pease	Parent	NA

Our Team's Process

Lauraine Downey	Parent	NA
Maureen Henesey	Parent	NA
Kerri Lopez	Parent	NA
Patricia Lasher	Parent	NA
Jennifer Blossey	Parent	NA
Connie McQueeney	Parent	NA

Stakeholder Participation

Meeting Dates

Use the table below to identify the dates and locations of DCIP planning meetings.

Meeting Date	Location
10/13/20, 11/3/20, 12/7/20, 12/9/20, 12/16/20, 12/21/20, 7/22/21	Onondaga Hill Middle School Meetings - Onondaga Hill & Virtual
11/10/20, 12/7/20, 7/22/21	Parent Meetings - Virtual
12/16/20, 7/7/21, 7/14/21, 7/21/21, 7/22/21	Planning/Writing Meetings - Virtual & District Office
10/1/20, 12/14/20, 12/16/20, 7/22/21	Walberta Park Meetings - Walberta Park & Virtual
10/7/20, 12/7/20, 12/16/20, 7/22/21	Westhill High School Meetings - Westhill High School & Virtual
9/24/20, 11/3/20, 12/3/20, 12/8/20, 12/16/20, 7/22/21	Cherry Road Meetings - Cherry Road & Virtual
10/26/20, 8/9/21, 8/23/21	Board of Education Meetings - Virtual & Walberta Park

Districts with TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	NA
Parents with children from each identified subgroup	NA

Stakeholder Participation

Secondary Schools: Students from each identified subgroup	NA
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Submission Assurances

Submission Assurances

Directions

Place an "X" in the box next to each item prior to submission.

1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
5. A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 30, 2021, the following documents:

1. DCIP Planning Document
2. DCIP

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).